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ABSTRACT

Intended for teachers, the book describes the problem of having learning disabled children in the regular primary grade classroom, offers diagnostic guidelines, and suggests activities to strengthen visual skills, auditory skills, motor skills, body image, and laterality and directionality. The learning problem is seen to consist of three sets of variables: environmental variables (physical setting, other children, etc.), instructional variables (teacher, materials, etc.) and variables within the child (personality, attitudes). Diagnostic guidelines suggested include pinpointing the problem by observation, formulating a profile of learning strengths and weaknesses, and selecting and implementing a program based on the child's predominant learning style. Each skill is defined, behaviors possibly indicating a deficit are listed, and sample diagnostic items are given. The Major portion of the book consists of suggested activities such as sorting objects by type (visual recognition and discrimination), tracing one of several overlapping figures (visual figure-ground), finding an object by sound (auditory localization), identifying sounds (auditory recognition and discrimination), walking on stepping stones (perceptual-motor coordination), making a life-sized body tracing (body image), and hitting a punching bag with either left or right hands (laterality and directionality). Also included are recommendations for teaching the hyperkinetic child. (DB)

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Project In Early Childhood / Special Education

U. S. Office of Education
National Center For Improvement of Educational Systems
Wichita State University

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...ONE MORE WAY

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... introduction

"He isn't learning, but I just know he's bright by the things he says and does."

"If he would just settle down and do his work..."

"I'm not trained to teach 'special ed' children..."

"I just can't take the time to give him the special attention he needs; there are 30 other children in the class..."

"I've tried <u>everything</u> with that child--I just can't get through to him..."

Do you find your thoughts echoed in any of these comments? Teachers often do. Generally, the child in our classroom who fits this description represents a source of great frustration.

We each like to think of ourselves as "good" teachers, and we are effective--with about 90 percent of the children in our classes. But, what about the other 10 percent? Out of every ten children in our classes there will usually be one who is experiencing a learning problem or learning disability. The range of these disabilities is anywhere from so mild as to be barely detectable to so severe that the child may have great difficulty functioning in the regular classroom. How can we help him?

First, we must accept the premise that every child is teachable. Each learns at a different rate, and each learns best in a different way--but, every child can learn.

Second, let's examine our reactions to these children as they are expressed in these frequently-quoted comments:

"He isn't learning, but I just know he's bright..." is perhaps the most commonly heard statement referring to children with learning disabilities. This

discrepancy between the child's apparent potential and his actual performance is easily blamed on the child's "lack of motivation," "poor work habits," or "unwillingness to settle down and work." The fact is that a large majority of children with learning problems are bright; however, their low performance may be due to inherent or teacher-imposed obstacles blocking the learning process rather than motivational reasons. When we react with this comment, we have actually taken the most important step in helping the child: we have recognized that the child has strengths. Knowing what the child can do gives us an important clue to how we can teach him.

"I'm not trained to teach 'special ed'..." You certainly are!!! Special eduation is education and training conducted by professionals who are trained to meet the educational needs of exceptional children. Isn't this our purpose in any classroom? Each child is an "exceptional" child with his own unique combination of personality traits, learning styles and abilities, and patterns of interaction. Doesn't each deserve "special education"--instruction designed specifically for his level, style of learning, and ability? "Special education" discovered many years ago what we think is the brainstorm of modern education: that all children do not learn at the same rate or in the same way. You do teach "special eduction"--but you call it "individually prescribed instruction!"

"I just can't take the time to give him the special attention he needs..." Unfortunately, you can't; you do have a responsibility to all the other children. But you do have alternative ways of providing him with the extra attention he needs: parent or community volunteers, students helping students, independent work activities, learning centers--can you think of any more of your own?

"I've tried everything with that child..." well, at least everything you could think of. This is where we hope the book will be useful to you: to help you find one more idea to try with that child with whom nothing else seems to work. The teaching ideas in this book are "teacher-tested"--they have been used in the classroom. The teachers who contributed them were participants in a Learning Disabilities Workshop coordinated by the Project in Early Childhood/Special Education at Wichita State University. They offer to share these ideas with you because they worked for them, in their classrooms, with the children with whom they had "tried everything." We hope some of these suggestions will work for you. Remember that there is always ONE MORE WAY.

...the problem

When a child appears to be experiencing some difficulty in learning or does not perform as well as we expect he should, the problem is too often ascribed to the child:

"...his answer is wrong..."
"...he didn't get it..."
"...he didn't remember..."
"...he failed..."

Actually, the child is only one of three variables which interact in any learning situation:

1. environmental variables (physical setting, other children, etc.)
2. instructional variables (teacher, materials, etc.)
3. variables within the child (personality, attitudes, learning strengths and weaknesses, emotional state, activity level, etc.)

Accurate diagnosis of the problem is essential to effective remediation. If we look at the child as the only source of the problem, we will surely find something about that child upon which to pin the blame. Many children have weaknesses and so called deviant behaviors which do not interfere with learning. If we look only to the child for a reason for the problem, these behaviors stand out as ready

excuses--possibly causing the teacher to disregard a real problem which may exist outside the child. The following questions may serve to make us more aware of some of these outside variables which interact with the child and may contribute to a problem learning situation:

ENVIRONMENTAL VARIABLES

Is the room comfortable enough to provide a good learning environment? (Physical discomfort distracts a child from learning.)

--temperature: too hot or too cold?
--lighting: dim? glare? shadows?
--seats: too large? too small? broken or unsteady?
--ventilation: stuffy? unpleasant odors?
--space: is there enough to allow each child room to move around?

Does the room contain stimuli which are distracting to certain children?

--mobiles?
--flashy or busy bulletin boards?
--excessive noise from classroom activity or outside disruptions (street construction, playground noises)?
--general disorganization or disorder?

What is the reaction of the other children to the child?
(The psychological environment is crucial in determining whether or not the child feels free to react to the learning situation.)

--acceptance or rejection?
--ridicule or support?
--kindness or cruelty?
--do they provide social reinforcement for negative behaviors?

Physical environmental variables are perhaps the easiest to manipulate--often requiring merely a new bulletin board, a note to the custodian to arrange for desk adjustment, a new light bulb, or a temperature adjustment. An uncomfortable relationship between the child and the other children in the room can create a serious obstacle to learning. This would be a good opportunity for the teacher to intervene with the class's social climate and plug in some "lessons" (discussions, stories, role-playing, creative expression) concerning feelings, individual differences, and the ways in which our behavior affects others.

INSTRUCTIONAL VARIABLES

A. The Teacher

Is her attitude toward the child one that encourages and supports his attempts to learn?

Are her expectations of the child realistic, with consideration for his abilities and developmental level?

Is she aware of the child's strengths and weaknesses?

Is she aware of and considerate of his moods each day and his reactions to specific learning situations?

Is she aware of the reasons why she is more (or less) tolerant of certain behaviors and characteristics of children?

Does she encourage and reinforce behaviors which are compatible with learning?

The teacher's attitude is perhaps the single most important factor in determining whether or not a child succeeds in school. If she believes he can learn, he will learn; if she believes he will fail, chances are good that he will fail. The teacher also plays a large part in determining the child's self-concept. As she reacts toward the child in positive or negative ways, the child perceives her feelings toward him and incorporates these feelings into his self-concept. If the teacher sees the child as a non-learner or is intolerant of his behavior, the child receives negative feedback about himself; if she believes that he can learn, he will learn. If she considers him a "behavior problem," he will try his best to live up to her expectations; but if she realizes that all behavior is learned, she can help him to channel and change disruptive behavior into patterns which are more compatible with learning. It is the teacher's responsibility to provide the child with successful learning experiences in the classroom. That's what teaching is all about.

It has been said that many learning problems are not "learning problems" at all, but "teaching problems." That is, if the style of instruction used by the teacher does not match the child's learning style, the amount of information he is able to process is greatly limited. The teacher then needs to expand her repertoire of instructional presentations so that she will reach the child through all three primary modalities--the auditory, visual, and haptic channels.

B. The Program

Does the program structure allow choices and alternative activities?

Is there sufficient structure and organization for the child who has difficulty in directing his own activity?

Does the classroom structure allow sufficient freedom of movement for the child to expend physical energy?

Does the daily schedule consider developmental characteristics and abilities of the children? Is it well-balanced with quiet work, free choice activity, small group activity, and physical movement?

Is the length of a work period long enough to complete the task, but short enough so as to be within the range of the child's attention span?

A child's inability to adjust to the class program can be a factor in creating a learning problem. Some children cannot tolerate the high level of stimulation present in an "open classroom." Some cannot organize their behavior in order to function in independent learning centers. Other children cannot work at a sufficient rate or attend to one task long enough to keep up with the pace in a structured classroom where there is a specific length of time allowed for math, reading, etc. Certain children can do their best work in the morning, while others shine in the afternoon. These "larks" and "owls" may have difficulty functioning in a classroom where the schedule requires them to perform when they are not at their best. We need to make modifications in the program to accommodate these children who have different inner locks, activity levels, organizational ability, stimulation tolerance, and rates of learning.

C. The Materials

Are the materials matched to the learning style of the child (i. e. visually stimulating materials for the visual learners, and auditory materials for the auditory learner)?

Are the materials matched to the ability of the student?

Are the materials interesting to the child (do they hold his interest)?

Does the material follow in sequence with other work?

Does each new task contain familiar elements to which the child can relate the new learnings?

Is there an adequate quantity of materials for each child to have what he wants and needs?

Are the materials safe and sturdy?

Are manipulative materials available for the child to use as concrete aids to learning?

The teacher has the responsibility of providing the children with the setting and the opportunity for learning. One of the most important components of the setting is the presentation of appropriate materials. Materials should be evaluated and selected with regard for the child's interest, attention span, auditory and visual skills.

VARIABLES WITHIN THE LEARNER

Educators have spent a great deal of time talking about individual differences in children, but the degree to which we accept and allow for these differences in the classroom is to be questioned. We still tend to look at deviations in a negative way, and our attempts to deal with them are limited to trying to "modify" divergent behaviors so the child will be more like the others. In placing the burden of change on the child--by viewing his divergence as undesirable--we are creating a problem. In accepting the responsibility for educating children, we need to accept a wider range of individual differences, and seek ways to modify our classrooms and programs to accommodate them. Let us examine briefly some of the variables within children which may have influence on the methods we use to teach them:

Previous Learning Experiences: Each child enters your classroom with a different set of background experiences. These differing experiences vary with each individual across cultural or socioeconomic lines, and even among several children within the same family. Children who go through similar experiences vary in their reactions to them, depending on their personality traits and their perceptions of these situations. So, the impact of previous experiences must be evaluated in terms of each child, individually. Experiences which directly relate to the learning situation may be divided into two categories: preschool experiences and school

experiences. Some factors of the preschool experiences to be considered are: (a) relationships with adults and other children, (b) exposure to books and reading, (c) language development, (d) methods of problem solving, (e) cognitive and perceptual experiences. In considering previous school experiences, one should look at: (a) sequence of skill development, (b) success and failure experiences, (c) relationship with teachers and peers, (d) instructional methods to which the child has been exposed. Exposure to non-sequential activities, instructional methods which do not match the child's learning style, and consistent failure may contribute to learning problems.

Attention Span: The length of time a child can maintain involvement in an activity varies and becomes a problem when we try to impose a time schedule for the whole class. A flexible time schedule, breaking tasks up into smaller components, and providing a variety of activities at a given time are techniques that allow for children with short attention spans. These children may not be able to complete one long assignment, but if it is broken up into several shorter tasks he may be able to attend to and complete the task.

Rate of Perception: The rate at which children are able to perceive and process information also varies from child to child. With some children we can "eliminate" apparent "learning disabilities" by merely slowing down the rate at which we present material and by giving them more time to respond. For example, one child

seemed to be having a great deal of difficulty with spelling: he reversed the order of letters, confused letters and sounds, and left out some words altogether. We recorded the spelling words on tape and let him take the test individually. He listened to a word, stopped the recorder, and took the time he needed to write it down. When he was ready, he turned on the recorder to listen to the next word. From a previous average score of 20 percent correct, he now was averaging 90 percent correct--about one error. He just needed more time and could not function under pressure!

Style of Learning: Each of us has a way of learning that is easiest for us. Some of us are visual learners: we learn by reading or a stimulus. Some are auditory learners who learn best by hearing and listening to auditory input. Others are motor and haptic learners and learn best by doing. Most children can pick up enough information through any channel to function regardless of our teaching methods. But, a child who relies on his stronger channel because of weakensses in the others will be handicapped in a learning situation in which we do not match the instructional method to his area of ability.

Activity Level: Some children seem to have limitless energy while others are more placid. Of concern to us in the classroom are the hyperactive child, whose high energy level distracts others as well as himself, and the hyperactive child who appears fatigued and lethargic. The hyperactive child is dealt with extensively

in the final portion of this book. Hyperactivity often causes us to suspect a medical problem, and this possibility should be checked.

Impulse Control: The impulsive/reflective dimension of the personality has long been recognized by behavioral scientists; research suggests that this is a fairly stable trait which persists into adulthood. We should, therefore, expect (and accept) that some children will react to situations and stimuli rather impulsively, with little forethought as to the consequences of their actions; while others, will reflect on the possible outcome of their behavior to a greater extent.

Intellectual Ability: The general capacity for learning and reasoning varies greatly among children. Traditionally, we have labeled the extremes as "mentally retarded" and "gifted" and relegated the responsibility for teaching them to specialists in the domain of "special education." This school of thought is now under question by many educators: do we need to send a child <u>out</u> of the "regular" classroom in order to receive individualized instruction? If we, as teachers, are assuming the responsibility for the education of children, then there is only one question which should be of concern to us:

"Is this child teachable?"

Only in cases of profound mental retardation can we answer "no" (although we now know that even the most severely retarded can learn, but their learning is not appropriated to the public school). The child with sub-average intellectual ability

may learn at a slower rate, in smaller steps, and more concretely than other children, but he can learn. Our responsibility is to find out how the child can learn--and to teach him.

Coping Mechanisms: This refers to the manner in which a child deals with his anxiety and frustration. Some of the more common ones used by children are withdrawal ("If I don't do anything at all, then I can't fail."), hostility (hitting, kicking, angry yelling, tantrums), and regression (reverting to dependent, infantile behavior). We all use these mechanisms to some degree. Intervention is necessary when they are used to such an extreme degree that the child is unable to function satisfactorily.

...making changes

Looking at the children in your classroom, you may decide that you would like to make some changes. Where do you begin?

1. Pinpoint the problem by observing, informally evaluating, and collecting information about the child. It is not sufficient to conclude that the child has a reading problem; it is necessary to pinpoint exactly why the child cannot read. Does he have difficulty with discrimination? closure (blending)? sound-symbol association? visual memory? short attention span? Specific information is necessary in order to design an appropriate instructional program. We have included some aids for evaluating and observing children in this book. The Primary Developmental Checklist (Appendix A) will help you to zero in on the area in which the child is experiencing the most difficulty (auditory, visual, social-emotional, etc.). Guidelines for the observation and informal evaluation of children (Appendix B) may be an aid to you in the planning and development of your own program of informal evaluation. In addition to each of the skill areas in the section on teaching ideas, we have included a list of behaviors which may be observed in children with each deficit, and sample items from which you may pattern an informal diagnostic instrument.

2. Formulate a "profile" of the child's strengths and weaknesses based on the information you have gathered about him. A sample profile might look like this:

Strengths	Weaknesses
auditory discrimination	visual-motor
auditory memory	visual memory
auditory closure	fatigues easily
visual discrimination	visual figure-ground
visual closure	
good self-concept	
wants to learn	

From this profile, form some hypotheses about the child's learning ability. For example, for a child with the above "profile," we might conclude that he has certain visual deficits which are interfering with his reading performance; that he seems to be stronger in his auditory skills; and would probably benefit most from instruction which is aimed at his auditory channel. The most valuable information contained in any profile is that which indicates the child's strengths, for this gives you clues as to how he can learn; not why he can't.

3. Select and implement a program of instructional procedures. There is no

one method which will work with all children with learning problems. A teaching system or procedure must be evaluated in terms of its appropriateness for a particular child's need at a particular time. Upon selecting a method or technique, ask yourself: Do the elements of this technique fit the learning needs (style) of this child? After you have selected a procedure, constantly re-evaluate it in terms of the progress the child is making. It may take several attempts before you find the conditions under which a child can perform at his best.

The principle of matching the instructional procedures to the child's learning style does not affect the content of the instruction as much as it does the manner in which you present it. Children learn primarily by way of three channels of input: the auditory channel, the visual channel, and through haptic (tactile and kinesthetic) sensation and perception. A debilitating weakness in one mode suggests to us that the child will probably learn best through the other channels. Thus, it may help to consider the following suggestions in planning for the child whose learning problem involves a process disorder in one or more of the primary channels of learning.

The Visual Learner (the child who has disabling weaknesses in the auditory channel, but whose visual channel is intact):

1. When presenting material auditorally, accompany the auditory stimulus

with visual aids and tactile-kenesthetic experiences. Since his ability to receive and process an auditory stimulus is impaired, reinforcement through the other two channels will enhance his learning by increasing the scope of the auditory stimulus. Remembering how the stimulus looked and felt will help him to remember what it sounded like.

2. Face the child when speaking to him. His watching your face and mouth will help him attend and gain meaning.

3. Present auditory stimuli clearly and concisely so that the message he must decode and process will be as simple as possible.

4. Respond consistently to signal sounds(bells, directions, etc.). Consistency and repetition reinforce auditory memory.

5. Give simple, uncomplex directions, one thing at a time. When it is necessary to give a lengthy sequence of directions provide visual clues to help the child remember them (i.e., write them down, or provide a pictorial schedule for him to follow).

6. Provide visual clues in all work. For example, let him sit near you

when you are reading out loud so he can follow along with the words and pictures. When "lecturing" to the class, use the chalkboard, charts, and other visual aids to help him follow, remember the auditory input.

The Auditory Learner (the child whose visual weaknesses impair his ability to learn through that mode, but whose auditory skills are intact):

1. When presenting material visually (reading, workbooks, worksheets, etc.), accompany the visual stimulus with some form of auditory input and perhaps tactile-kenesthetic experiences. Since the child's ability to process visual input is impaired, auditory and tactile-kenesthetic reinforcement will aid his preception and imagery (memory) of visual stimuli.

2. As much as possible, teach the child through his auditory channel. Reading out loud, the use of the tape recorder, records, the language master, and group discussions would be appropriate for presenting information to the auditory learner.

3. Provide visual cues (dots, arrows, tape on his desk upon which are written certain letters or numerals which he has difficulty remembering) to help the child's visual memory.

4. Make sure that all visual work activities are clear and well organized. A cluttered worksheet, or a workbook without clear spacing or with too much on a page, will further confuse a child with a visual figure-ground, discrimination, or spatial problem.

5. When the child is participating in a group visual activity, (workbooks, practice sheets, etc.) seat him near the teacher, aide, or another child who will make sure he is following along in the right place at the right time.

The child who has deficits in both the auditory and visual channels needs to have all learning reinforced by tactile-kinesthetic experiences. Below, we have listed and described some of these techniques which are adaptable to many curriculum areas:

1. Cut letters and numbers out of felt and glue each letter on a 5" x 8" plain white index card. Have the child trace over the letters with his fingers, simultaneously saying the letter name or sound aloud.

2. Shape letters, numbers, or words out of cookie dough. Bake, paint, and shellac them. Let the children manipulate them to feel the shapes of the letters or numerals, or put the letters together to build words. Each child can have fun making his own set of letters to use.

3. Place a piece of light or medium weight paper over a piece of window screen. Bearing down with a crayon, write a letter, number, or word on the paper. This will result in a bumpy impression which the child can trace with his finger.

4. Children can shape their own letters and words out of clay.

5. The child can write letters and words in a tray or baking pan filled with a 1/2 inch layer of dry or wet sand.

6. Let the child draw letters, numerals, words, and shapes in fingerpaint.

Any teacher who has seen the face of a child who consistently experiences failure realizes that the most important consideration in teaching is promoting the child's positive self-concept. We would like to provide you with some positive suggestions which we hope will help you to teach the child.

***Stress the child's strengths rather than dwelling on his deficits. Teach him the way he can learn, and make him aware of his progress. ("Why don't you and Susan come over here and practice your spelling words out loud together? You seem to learn them better that way.")

***Meet the child at his level. Give him work activities that he can do -- a book he knows how to read or periodically, a math paper he has already mastered. In this way he can feel the sense of accomplishment and success that comes when one can "do it easily." This also gives him a positive attitude toward learning; it associates learning with a pleasant feeling rather than constant frustration.

***Make it a rule (and a habit) to accompany any criticism or negative feedback with at least one positive comment. This is a good practice to encourage the children to engage in as well. ("Julie, you got all these correct! Let's look at some of these others again.")

***Complete tasks with a successful experience. The child will be more eager to face that activity on the following day.

***Give the child an opportunity to demonstrate his skills. ("Larry, you read this book so well; would you like to go read it to some of the kindergarten children?")

***Accept and value the child's individuality rather than trying to mold him to fit a standardized picture. Being accepted by others will help him accept himself.

The remainder of this book is devoted to ideas that teachers have found useful in teaching children with individual needs and helping them find success in learning.

TRY

... one more way

...one more way

Our thanks go to the following workshop participants who wanted to share the many ideas in this book with you...

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VISUAL SKILLS

visual recognition and discrimination
visual figure-ground
visual closure
visual memory (revisualization)
visual sequential memory

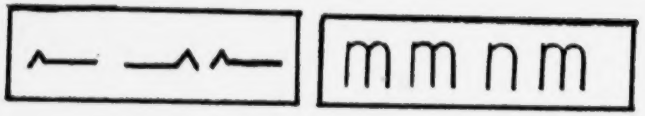
VISUAL RECOGNITION AND DISCRIMINATION

Definition: When presented with a visual sitmulus, the child can identify it (by label, demonstration of function, etc.), and can differentiate its properties from other visual stimuli.

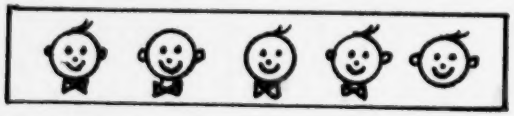
Behaviors which may indicate a deficit:

--poor word or letter recognition
--confusions and substitutions of letters and words when reading
--difficulty reproducing or copying visual stimuli (shapes, designs, letters, words, etc.)
--difficulty matching visual stimuli (objects, designs, letters, words) which are alike
--difficulty sorting out objects which are alike
--inability to recognize or perceive visual cues (gestures, facial expressions, etc.)

Sample diagnostic items:

1. "Which one is different?" 

2. "Show me which of these are exactly the same."



3. Design-copying activities.

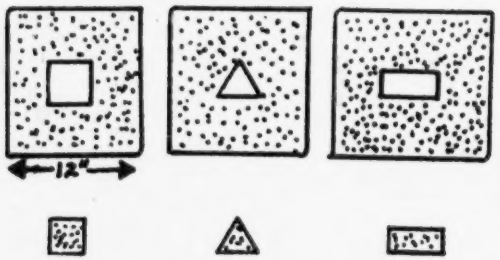
VISUAL RECOGNITION AND DISCRIMINATION

Give the child a shoe box containing a variety of objects such as: different kinds of buttons, spools, beads, and blocks. Ask the child to sort them according to type of object, color, shape, size, etc.

* * * * * *

Templates

From heavy cardboard (the double-layer type used in cardboard cartons) make a set of large templates: circle, square, triangle, rectangle, oval. You will use both the outline and the insert:



Have the children trace around the framed templates first--then the cut-out inserts. Starting with the framed templates is easier as it gives the child something to hold on to. Also, it provides more of a guide limiting his movement and chance of error. Begin with gross motor movements (tracing on the chalkboard, and crayon on large paper) and gradually move to fine motor (tracing on paper

with pencil). Have the child trace each shape over and over again while repeating the name of the shape. This provides tactile reinforcement of his visual memory.

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Paint geometric shapes on mats. The mats are then placed in an open space for children to sit around. Call out the names of two children and the name of one of the shapes. The two students race to get to the correct mat.

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After the child has learned the basic geometric designs (circle, square, rectangle, triangle, oval, etc.), you may sharpen his visual perception through the following activity. This can be either an individual or group activity played at home, in the classroom, or most anywhere.

Choose a geometric design and ask the child or group to name as many objects in the room as they can which have this same basic design, either in total or as a part of the object's structure. The items will not always be on the same plane;

thus the child will have to use some visual discrimination in choosing his items. For example:

circle:	Plate, saucer, cup, face of clock, telephone dial, door knob
square:	floor tile, window pane, table, box, washing machine lid, picture
rectangle:	windows, ceiling, lights, doors, books, picture frames
ovals:	platters, dining room table, eye glasses, ash tray
triangles:	windows, ash tray, book ends, clock

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Have the child select from the page of a newspaper all of a certain specified letter, and draw a circle around them with a red pen. The front page of the newspaper has many different kinds of type which aid in improving form constancy.

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VISUAL RECOGNITION AND DISCRIMINATION

Use drawings of figures in series containing like and unlike figures. Have the children draw lines under the figures that are alike.

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Procure a wallpaper sample book from your local dealer. Cut out two inch squares of matching and contrasting designs. Work with a small group of children, giving them plenty of room in which to spread their designs. Give each child a pile of the squares, and ask him to place the ones together which are exactly alike. Small patterns and stripes are best. After they have sorted their squares, ask each child to identify or describe the colors, shapes, or designs on each of his matched pairs. This last exercise helps with language, stressing descriptive words and increasing observation skill.

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A visual discrimination game, similar to dominoes, can be made by using 3" x 5" file cards and an assortment of small pictures or stickers--two or four of each kind. (Gift stickers would be fun to use near Christmas time.) Paste differing pictures at either end of each card--about a dozen cards would be enough for first

graders. Children, singly or in pairs, play the game by arranging the "dominoes" in a row, placing next to the right-hand picture on one card the matching picture on another.

Other sets of cards might be made for practice in sight vocabulary, or to strengthen auditory perception of rhyming or initial consonant sounds. For the rhyming game, pictures that represent words that rhyme (like bear and pear) would be needed. Cards for the initial consonant game would include pictures of such objects as a pie and peach; snake and soap, etc.

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Select two identical puzzles (the DLM puzzles, or the wooden primary puzzles are appropriate for this) and mix the pieces together. Place half of the pile in front of one child, and give another child the other half. Ask each to find the pieces in their pile which are exactly alike. When they have done this, put the remaining pieces together and have them again find the matching pieces. Have them describe the matching attributes of the pieces. (These last two parts of the exercise stress oral expressive language, and encourage cooperation between the children.) Then have them divide each pair of puzzle pieces, each getting one of each pair;

have them put the puzzle together (visual closure). Discuss with them the different pieces: Do they look like the part of the puzzle which they represent? What shape is the nose? Can you find a square puzzle piece? What is it?

* * * * * *

Have the children match cut-out cardboard figures with outlines or drawings of that particular figure.

A good way to organize activities of this type is to draw the figure outlines on the inside of the bottom of a stocking box or other flat box. The appropriate cardboard cut-outs can be kept in the box.

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Have the child choose from a list of similar words the two which are the same. Example:

log dog fog tog log cog hog job

* * * * * *

VISUAL RECOGNITION AND DISCRIMINATION

When teaching reading to children with a deficit in the area, do not simultaneously present letters or words which look or sound similar (b, d; f, v). Select one and teach it to the child until it becomes an automatic response. Use lots of tactile and kinesthetic reinforcement to enhance the visual image of the letter or word. In many cases, when the second similar stimulus is presented, the children do not confuse the two. The first stimulus is so well known that it bears little resemblance to the second in the child's mind.

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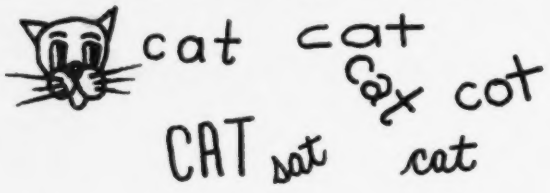
In a series of simple words, such as the sample list, have the children select the words which are the same--even though the type of print or formation of the letters is different.

Example:



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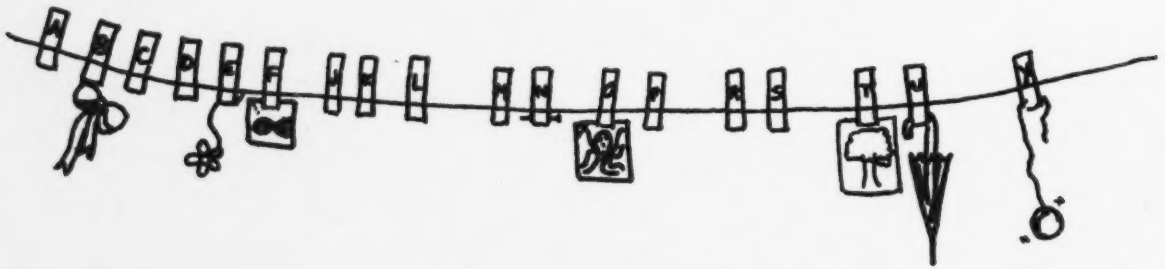
VISUAL RECOGNITION AND DISCRIMINATION

String a clothesline across one wall. On the line, clip clothespins with letters of the alphabet marked on them. You may use the whole alphabet or just a few selected letters. Have the children go through magazines and cut out pictures of objects which begin with the letters on the clothesline, and then clip it to the appropriate clothespin. This activity may also be played with objects from the "Thing Box," or objects found around the room.



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VISUAL FIGURE-GROUND

Definition: The ability to "tune out" extraneous stimuli, and focus on the stimulus which is important at the moment.

Behaviors which may indicate a deficit:

--loses place easily when reading or copying material
--doesn't complete work
--skips around on written work
--written work is disorganized
--skips words, or runs words together when reading
--cannot focus on one word on a page
--can't locate objects in "hidden pictures"

Sample diagnostic items:

1. "Can you find the word (or letter), _____, on this page?

2. Finding hidden objects in pictures.

VISUAL FIGURE-GROUND

In selecting materials (books, worksheets, etc.), make sure the printing is clear and well organized. Do not put too much on one page. If a child is confused by the amount of material on a page, let him use a plain white card to block out the parts he is not reading.

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Hidden pictures:

Many children's magazines, such as Highlights for Children, have "hidden pictures" pages in which the child must try to find objects that are obscurely hidden in a complex picture. These activities are excellent for developing figure-ground perception.

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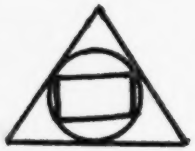
With a felt-tipped marker, have the child outline as many geometric shapes as he can find in a magazine picture. Examples might be: drawing circles around the outlines of clock faces, plates, faces, etc.; rectangles around the outlines of books, papers, walls and windows, etc.; or squares around boxes, tables, etc.

VISUAL FIGURE-GROUND

Prepare a diagram containing three or four overlapped shapes. Have the pupil trace one geometric shape.



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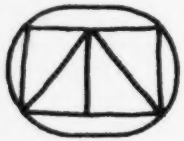
With masking tape, make a diagram on the floor as illustrated. Call out a figure, and ask the child to walk out the outline of the figure named.



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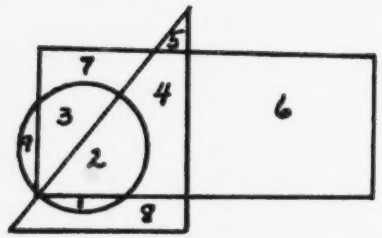
VISUAL FIGURE-GROUND

Give the pupil a diagram with overlapping figures in which the different sections have been numbered. Let the child answer different questions about the parts, such as:

(a) What is the sum of the numerals which are in the rectangle but not in the circle?



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VISUAL CLOSURE

Definition: When presented with the separate parts of a visual unit, the child can perceive how they fit together to form a total unit.

Behaviors which may indicate a deficit:

--persisting in the trial-and-error approach when putting puzzles together (being unable to see that the parts fit together in a certain related way to form a whole object or picture)
--difficulty putting together puzzles or objects with parts (models, block-building, parquetry designs, cut-up pictures)
--if shown the separate letters which go together to form a word, he may have difficulty seeing the whole word
--when shown a picture with one or more parts missing, he may not be able to tell you which part is not there
--when shown an incomplete configuration (c) he may have difficulty perceiving the whole object (o)
--running words together, or leaving off endings or beginnings of words when reading
--poor spacing in writing

Sample diagnostic items:

1. puzzles

2. "Can you tell me what word this is?"

VISUAL CLOSURE

Give the children shapes cut out of cardboard (use large and small circles, squares, triangles, rectangles, and ovals). Have them put these pieces together to form a picture which can be identified as a certain object (putting the parts together to make a whole).

This can be done with felt shapes on a large felt board. Small, individual felt boards and shapes can be made for several children to work on as an independent activity.

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Have the student cut letters, shapes, and figures of different sizes from magazines. These can be used in making composite paste-up pictures.

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From magazines...

Puzzles from magazines: cut large, colorful pictures which do not have too many details. Paste each picture onto cardboard and cut into four to ten odd-shapped

pieces, depending on the age and ability of the child. Have the child try to fit the pieces together to make his own puzzle. Difficulty may be increased by using more complicated pictures and smaller puzzle pieces.

* * * * * *

Picture Completion: Ask the child to complete the picture:

Move gradually from very simple ones to more complex.

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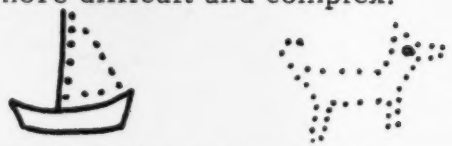
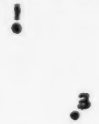
VISUAL CLOSURE

Follow-the-Dots: Construct follow-the-dot picutres for the children. They can either be dittoed, or covered with clear "contac" paper and thus be used over and over again. Begin with very simple ones for the young child or the child who has difficulty seeing the parts-to-whole configuration:

and gradually make them more difficult and complex:



The dots may be sequenced with letters or numerals:



These can be found in old workbooks and children's magazines, and laminated or

VISUAL CLOSURE

placed in plastic covers to be used over and over again.

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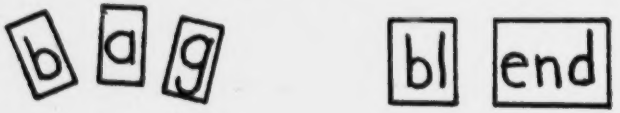
Anagrams: Present the child with the individual letters of groups of letters in a word; have him actually "push" the letters together to make the word. This activity actually reinforces the blending of letters and word families to make whole words.



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From heavy cardboard, cut out shapes which go together to make the letters of the alphabet: long and short straight lines; large and small half circles; large and small circles. Give the child a few shapes at a time and ask him to put them together to make a letter of the alphabet. If he has difficulty, you may need to give him a model letter to follow, or even to place his cardboard pieces on top of a letter to match the shapes.

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VISUAL CLOSURE

Look through magazines for pictures of things the children know: cars, animals, etc. Cut out the pictures and paste each one on a separate piece of paper. Put one picture into a large manila envelope so that the bottom of the picture will come out of the envelope first.

Pull the picture out of the envelope just far enough for the child to see the bottom. Ask, "What do you see? What do you think it can be?" Pull the picture out a little further each time until the child guesses what the object is.

* * * * * *

VISUAL MEMORY (Revisualization)

Definition: The ability to retain a visual image (memory) of a stimulus (word, shape, object, letter, etc.), and recall it (revisualize) at a later time.

Behaviors which may indicate a deficit:

--difficulty remembering what letters look like in order to write them down (may use "squiggles" or graphisms)
--minimal sight word recognition
--difficulty remembering words out of context
--confusion and substitution of letters and words when reading

Sample diagnostic items:

1. Flash word recognition test.
2. Show the child several objects or pictures. Have him close his eyes for five seconds while you remove an object. Can he tell you which one is missing?
3. Show the child a design for about five seconds. Remove it, and see if he can duplicate it with pencil and paper.
4. Let the child look at a picture. Then, show him another one which is the same as the first in all ways but with <u>one</u> detail changed. Can he tell you what is different?

VISUAL MEMORY

Place several objects on the table, and have the child look at them carefully. Then, have him turn his back while you remove one (later two and more) object. When he turns around, see if he can tell you which object is missing.

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Place about ten different objects in a paper bag. Take them out one at a time, hold them up in front of the child for a few seconds, and replace them in the bag. Then, ask the child (or children--this is a good group activity) to list the objects he saw. Use simple objects, and be sure the child is able to write and spell all the words.

Variation for the child with writing and spelling difficulties: place the objects in a large bag along with other objects after you have shown them to the child; he must select the ones that were in the bag that you showed him.

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VISUAL MEMORY

Show the child a simple design or pattern for a few seconds, and then have him draw it from memory.

Variation for the child with motor difficulties: show him the design, and then have him pick it out of several similar designs.

* * * * * *

Make cards with pictures pasted on them. Place two of the picture cards down in front of the child, where he can examine them for a few seconds, and then pick them up. Ask the child to tell you all the things he saw. Keep adding more cards as long as the child is able to remember them.

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The tachistoscope can be used for recall of designs, digits, letters, or words that are familiar to the student.

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VISUAL MEMORY

Have each child select a partner and have them stand opposite each other. The partners are to study each other and at a signal turn their backs to each other. At this time, each must do something to change his appearance, i.e., untie his shoe, make a funny face, muss his hair, unbutton a button, take off a belt, etc. Then, the partners face each other again and must try to guess what is different about the other.

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A variation of the old nutshell trick: using number cards or word cards, select two or three cards and show them to the child by laying them on the table in front of him. Have him turn them over, keeping them in the same order. Then, show him a duplicate of one of the cards in front of him, and ask him to turn over the one that it matches. The number of the cards may be increased as the child's ability improves. Try this with words and numerals and letters which are easily confused.

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VISUAL MEMORY

Concentration:

Materials: two copies of each word to be used on a piece of manila paper (about 1 1/2" x 3").
a "board" made of a piece of oaktag (about 18" x 24") marked into 25 rectangular spaces (fewer for some children).

Procedure: The word cards are laid face down, one in each rectangle, leaving the middle box empty if only 12 words (24 cards) are used, or filling all the boxes if more than 12 words are used. In this case, the additional word cards may be added to the board after several spaces become available. As each child's turn comes, he may turn up to two cards, laying them so everyone can see them and saying the words. If he cannot say them, he is told them and is to then repeat the words. If he turns up the same word on both cards, and can say the word without help, he may keep those cards. If the words are not the same, the cards are turned face down, and the next child takes his turn. If the same word is on the cards, and the child keeps them, the play also continues to the next child. This gives all the players more chances to name the words than if a child were allowed to turn up pairs of cards as long as he could. Play continues until the board is cleared of cards, or until a specified time has passed. Stress to the child

the importance of trying to remember where the cards are located.

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Choose and Do Board: A series of four to six directions are written on cards and placed face down on a board. The child chooses a card, reads it, and then performs the actions. Example: clap hands once, smile, say your name, spin around. Once the child reads the card (silently) he gives it to another child who "checks" to be sure he does everything on the card.

* * * * * *

This one is for the child who has difficulty remembering certain letters, numerals, or words. Using masking tape, make the letters, numerals, or word on his desk. Have him say it aloud as he traces it with his finger. Then, have him point to the letter, numeral, or word as you say it. Encourage him to do this same thing with his friends at different times of day and with you whenever time permits. Leave them on the child's desk for reference when he needs to know that paticular item.

In this way, all he needs to do is look up and see the correct way to make the letter or spell the word, and he is reinforced with a correct response rather than making the letter incorrectly and having the teacher correct him later when she sees it on his paper.

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VISUAL SEQUENTIAL MEMORY

Definition: The ability to remember and recall visual stimuli in a specific order or sequence.

Behaviors which may indicate a deficit:

--reversals of letters within words (no and on; was and saw; are and rae)
--reversals of digits within numbers (27 and 72; 345 and 354)
-- difficulty writing the letters of the alphabet in sequence
--difficulty writing numerals in sequence
--spelling problems

Sample diagnostic items:

1. Ask the child to write the letters of the alphabet, and the numerals from one to ten.
2. Observe spelling errors: are they because of letter reversals?
3. Observe math errors: does the child copy and write the numerals out of their proper sequence?
4. Show the child a sequence of designs, letters, pictures, or words. When you remove them, can he duplicate the sequence with another set of identical items?

VISUAL SEQUENTIAL MEMORY

On white cards make a variety of bead-stringing patterns:
Samples:

Let the child continue the pattern, duplicating it many times over. Let him try to rely on his memory, but he may look back at the sequence if he needs to. Begin with very simple alternating patterns and move to longer, more complex ones.

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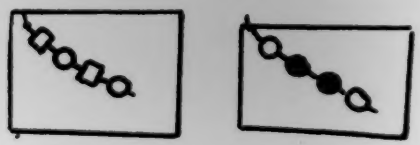
Give the child a paper with a drawn "string of beads" colored in a specific pattern: Give him crayons and let him continue the pattern.



VISUAL SEQUENTIAL MEMORY

The above activity can be performed with numbers, too, emphasizing different counting patterns:

1 2 3 4 _ _ _ _ _

3 5 7 9 _ _ _ _ _

3 6 9 12 _ _ _ _ _

21 25 29 33 _ _ _ _ _

56 57 58 59 _ _ _ _ _

* * * * * *

Make a pattern of colored pegs on the peg board. Have the child duplicate it.

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VISUAL SEQUENTIAL MEMORY

Bead Patterns: Arrange colored beads on a string. Ask the child to repeat the pattern.

Paper Chains: Make paper chains of colored strips of paper. Ask the child to make a chain exactly like yours, repeating the same color pattern.

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Point to your nose, ear, and chin. The children must do the same, and in the correct order. When they can repeat three body parts, add another. With the younger or more severly handicapped child, you may need to begin with two items.

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Play a game by having the child touch things in the room. The first child touches something, then the second child touches the object that the first child touched, plus one more new one. The point of the game is to see how many things each one can touch without forgetting one.

* * * * * *

VISUAL SEQUENTIAL MEMORY

Begin with three children standing in a row. Another child is blindfolded while children change places. The child then takes off his blindfold and arranges the children in their original order. Another child is added, and the procedure repeated until he misses.

* * * * * *

Show the child a short series of shapes, designs, or objects (for 3 - 5 seconds). Then, cover the series with a piece of cardboard, and ask the child to place, from memory, another set in identical order. Playing cards, colored blocks, or blocks with designs may also be used for this activity.

Begin with a series the length of which is easy for the child. Gradually lengthen the series of objects, but stop when you reach a point of frustration for the child and go back to one less object. In this way, the child can end the game with a successful experience. By practicing the longest series which the child can do (rather than pushing him to do a series which is too long for him), he will be able to move to a longer series in his own time.

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VISUAL SEQUENTIAL MEMORY

Cut colored shapes(circles, squares, rectangles, and triangles); paste them on long strips of paper in different patterns, and in series of different lengths Some patterns may look like this :

Give the child the same number and color of the figures. Place the long strip of paper with the colored shapes face down on the child's desk. On a signal from the teacher, the child turns the long strip of paper up and looks at it. He then turns it face down and tries to arrange his figures like the ones on the strip. He checks his own work by looking at the long strip. Move from this area to giving the child the letters which make a word. Start with two words that are different, and move to words that are troublesome:

want-went
saw-was
said-and
who-what
when-where
this-that

* * * * * *

VISUAL SEQUENTIAL MEMORY

For children who have difficulty writing letters in words in the correct sequence, give them exercises in the use of the dictionary which involves awareness of the letter-by-letter sequence.

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AUDITORY SKILLS

auditory localization
auditory recognition and discrimination
auditory closure
auditory imagery and sequential memory

AUDITORY LOCALIZATION

Definition: The ability to identify or localize the source or direction from which a sound is heard.

Behaviors which may indicate a deficit:

--difficulty hearing directions or spelling words if the teacher walks around the room or changes her position while she is dictating to them.

--difficulty and confusion when trying to follow a group or class discussion when several people are talking or when the conversation shifts from one person to another

--when his name is called outside on the playground, he has difficulty determining where the sound is coming from and who is calling his name.

Sample diagnostic item:

Seat the child in a chair, and have him close his eyes. Snap your fingers in different positions around his head (on top of, behind, on the right and left sides, and front). Ask him to point in the direction from where he hears each sound.

AUDITORY LOCALIZATION

Ask the children to hide their eyes while you hide an object that makes noise (a loudly ticking clock, a music box, an alarm clock, a metronome, or radio). Using the sound as a guide, they must find the object when you give the signal.

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The children close their eyes. The teacher selects one child by gently tapping him on the shoulder. He then claps his hands, and the other children must point in the direction from which they hear the sound.

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One child is "It" and leaves the room while a small object (bell, clicker, etc.) is given to one of the remaining children. "It" then comes in and tries to locate the object by listening to the sound.

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AUDITORY LOCALIZATION

"Bell the Cat": Blindfolded children try to catch the "cat" as he runs around the room wearing a bell or making a noise.

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Have one child get into a large utility barrel that is lying on its side. Station two children with bells or other noisemakers at opposite ends of the room where they alternately make sounds. The child in the barrel must roll in the direction from which he hears the sound.

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Clear an area of the room from all obstructions (or this game may be played outside). The children close their eyes and try to follow the teacher around the room by the sound of her voice as she sings a song.

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AUDITORY LOCALIZATION

"Sir Echo": Two players are involved: one is lost in the mountains, and the other is his echo. The echo hides his eyes while the mountain climber hides about the room or house. The mountain climber then calls out, "Helloooo!" The first player moves toward the sound of the voice until he finds the "lost" mountain climber.

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AUDITORY RECOGNITION AND DISCRIMINATION

Definition: The ability to identify an auditory stimulus (by label, source, or function) and differentiate its properties from other auditory stimuli.

Behaviors which may indicate a deficit:

--inability to recognize common social or speech sounds
--inability to differentiate between certain sounds or words
--inappropriate verbal response
--difficulty matching identical or similar sounds
--articulation difficulties, especially substitution of sounds

Sample diagnostic items:

1. "Are these two words (or sounds) the same or different?"
2. Show the child pictures of several objects, animals, etc. which make sounds. See if the child can match the sound he hears (made by the teacher, or recorded on a record or tape) to the appropriate source.

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AUDITORY RECOGNITION AND DISCRIMINATION

The children close their eyes and respond with a raised hand when they hear a specific sound; they put their hands down when they no longer hear it. Some noisemakers to use might be rhythm instruments, record players, or radios.

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"What Do You Hear?": Choose a time of day when pupils can hear sounds in the street, halls, or surroundings. Have them identify as many as they can.

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Make a recording of familiar sounds of school such as: class bells, fire bell, chalk squeaking, and chairs being moved. Let the child listen to the tape and recall what he hears. The familiar sounds could be taken from a variety of situations such as: the sounds of outside (car motor, car horn, children playing, police siren, etc.) and sounds in the home (water running, telephone and door bells, vacuum sweeper, etc.).

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AUDITORY RECOGNITION AND DISCRIMINATION

Record common household and outside noises (animals, typewriter, vacuum cleaner, washing machine, train, etc.). Have the children match the sounds on the tape with pictures of the objects.

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Identify sounds in the classroom, school, playground, and street as soft, loud, high, or low. This helps children become aware of the properties of different sounds.

Use other descriptive words such as: "screechy," "rumbly," etc.

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"Who Am I?": One child (the Judge) is seated in front of the room with his back to the group. Another child (the Leader) walks quietly around the room and taps another child on the shoulder. The chosen child responds by saying "Who am I, Mr. Judge?" The Judge is allowed three guesses to identify the child by the sound of his voice. If he does not identify the child, he is replaced by the child.

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AUDITORY RECOGNITION AND DISCRIMINATION

As the teacher tells a story, the children are to respond with the sound an object or animal makes each time the teacher mentions that object or animal.

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A child is blindfolded and seated. Other children are stationed at different places in the room. On a signal by the teacher a designated child talks, sings, or plays an instrument. The blindfolded child must identify the child or the instrument used.

Variations: An instrument is sounded and the blindfolded child must tell if it is near or far, or loud or soft.

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Standing behind the children, the teacher says, "I am going to make two sounds. If they are different sounds, stand up."

Example: clap hands/stamp foot
shuffle feet/crumple paper
tap with pencil/tap with pencil

Later, let the children take turns at making two sounds. Eventually, you can adapt this game to use words with matching initial, medial, or final sounds, or rhyming words.

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Fill pairs of small film containers with identical materials or objects (sand, marbles, water, tacks, etc.). The child tries to match the sounds to find which two containers constitute a pair.

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"Copy Cat": The teacher stands behind the students and makes a noise (tapping pencil, clapping hands, shuffling feet, crumpling paper, etc.). The children should try to imitate the noise the teacher makes.

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AUDITORY RECOGNITION AND DISCRIMINATION

Let the child familiarize himself with several objects which make a noise. Select three or four of the objects and place them in front of the child--the teacher has an identical set of objects. Standing behind the child, she makes one of the sounds. The child must identify which one she is using; he may check himself by matching her sound with the identical object in front of him.

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Allow the children to manipulate objects that make sounds (bells, tuning forks, squeeze toys, talking dolls, phone, whistle, egg beater, marbles in a can, drum, rhythm instruments, radio, record player, tape recorder, etc.). When they are familiar with the objects and their sounds, have them turn around and identify which of the objects you are using to create a sound.

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Place on a desk or table:

--two pieces of sandpaper (to rub together)
--scissors and paper (to cut)
--marbles (to roll across the desk)

--a wind-up toy or clock (for the winding sound)
--a rattle
--a ball (for the bouncing sound)

Let the child manipulate and sound each item. Then, ask him to either turn away or close his eyes. The teacher sounds each item and the child tries to identify the item.

Variation: Use items that are alike but produce different levels of sound. For example, four bells of different sizes and tones.

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Use the Language Master to record pairs of words. Have the children place them in piles indicating whether the words in each pair are the "same" or "different."

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AUDITORY RECOGNITION AND DISCRIMINATION

Using rhythm band instruments, associate each sound with an activity the children must perform.

Example: bells/tiptoe
drums/march
sticks/jump or hop
sandpaper blocks/slide

This is a good opportunity to use music for creative expression: turn on the music, and let the children move as they feel to the music. This helps them to "feel" the music with their whole bodies.

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The teacher strikes notes on the piano. The children indicate with their hands or on the chalkboard whether the note is higher or lower than the previous note. Tone bells may also be used.

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AUDITORY RECOGNITION AND DISCRIMINATION

Take two coffee cans: in one place three marbles, in the other a few teaspoons of sand or sugar. Shake them and have the child label the sounds as "loud" or "soft." Have him experiment with other objects. What kinds of objects make loud noises, and what kinds make soft noises?

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An object is hidden somewhere in the room and the child is asked to look for it. As he is looking, music is played. As the child gets closer to the object, the music is played louder; as he gets further away, the music gets softer.

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The children are seated in numbered chairs. The first player calls out, "Number One calling Number Six!" Number Six must respond by saying "Number Six calling Number (choice)!" If a player makes a mistake or hesitiates too long, he moves to the highest number (end of row) and all players move down one chair.

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AUDITORY RECOGNITION AND DISCRIMINATION

The teacher says or reads a short rhyme, leaving off the final word. The children must complete the rhyme.

Example: Look, look, I found a _____. (book, hook, etc.)
No, no, you shouldn't _____. (go, throw, etc.)
That silly fish jumped in the_____. (dish)

The children will enjoy making up their own rhymes for each other.

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"Mailman": Large manila envelopes are labeled "A," "B," "C," and "D," or any three or four letters which you want to teach as initial sounds. A name may be given to each: Mrs. Appleton, Mrs. Busybody, and so on. All envelopes are placed in a large box which represents the mailbox. The child is asked to find pictures in magazines of objects that begin with the respective initials and file them in the appropriate envelopes.

A shoebag with a letter assigned to each compartment may be used in place of manila envelopes. In this variation, small objects as well as pictures may be used as "mail." Do not overlook combination sounds such as: sh, th, or ch.

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AUDITORY RECOGNITION AND DISCRIMINATION

Make up simple sentences or phrases about the room or any topic. See if the children can identify the common initial, medial, or final sound that they hear. Some sample sentences are:

Mary makes money madly!

Tremendous Tommy takes time to tell tales.

The children will enjoy making up their own, too.

* * * * * *

Select a category (food, cities, toys, games, animals, famous people, etc.) and have the children name elements of that category which begin with a specified sound.

Example: Category--animals
Sound--"R"
The children may say: rabbit, raccoon, rat, raven, robin, etc.

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AUDITORY RECOGNITION AND DISCRIMINATION

Assemble a "Thing Box," a very useful collection of small objects of any kind--from a toothpick and rock to small toy animals and miniature objects.

From the "Thing Box," select three objects which have the same initial, medial, or final sound. See if the children can figure out what the three objects have in common.

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Bingo.

pear	car	far
see	free	so
bear	set	go

* * * * * *

AUDITORY RECOGNITION AND DISCRIMINATION

Remember the old sidewalk ball game, "A my name is Alice...?" Try playing it with the children by going around the room and assigning each child a letter.

Example: letter "S"

S--My name is Susan
And my husband's name is Sam.
We come from San Francisco
And we sell seashells.

* * * * * *

Have the child select a letter of the alphabet. Tell him that you are going to ask him questions, and he must answer all the questions with a word that begins with the letter that he has selected. For example, the child has selected "N"---

"What is your name?"	"Nancy."
"What are you doing?"	"Nothing."
"Where do you live?"	"New York."
"What do you like to eat?"	"Nuts."

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AUDITORY CLOSURE

Definition: The ability to hear the parts of an auditory unit and blend them together to form the total unit.

Behaviors which may indicate a deficit:

--difficulty with phonics and blending in reading (can sound out each sound alone, but cannot blend them all together into a word)

--appears confused and is unable to do sentence completion

Sample diagnostic items:

1. "Can you tell me what the following words are? Listen to me say them: p - o - t
   ch - ai - r
   p - a - p - er"
   (Say the phonemes at one-second intervals)

2. Ask the child to complete the following sentences (and similar ones):
   Grass is green; snow is _____.
   Mother is a woman; father is a _____.
   When I grow up, I want to be a _____.

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AUDITORY CLOSURE

Sound out one of the children's names in syllables. Ask the students to blend the sounds together and identify the child.

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At one second intervals, pronounce separately the individual sounds in one word. Have the children try to blend the sounds together and tell you what the word is. Begin with one syllable words and graduate to longer ones.

Examples: g - o
a - t
sh - e
th - r - ee

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Have the children tell you what word you are saying when you give them a word, part of which you have omitted.

For example: __ele__hone=telephone
__ookies=cookies

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AUDITORY IMAGERY (MEMORY) AND SEQUENTIAL MEMORY

Definition: Auditory memory refers to the ability to retain an auditory image (reauditorize) of a sound, and recall it for later use. Auditory sequential memory involves the ability to remember auditory stimuli in a specific order or sequence.

Behaviors which may indicate a deficit:

--inability to follow directions or a sequence of directions
--difficulty remembering the sounds which are associated with letters or sound families
--requiring frequent repetition of directions and auditory messages
--difficulty recalling words for verbal usage
--substitutions and reversals of sounds within words (for example, "aminal" for "animal" or "pasghetti" for "spaghetti")

Sample diagnostic items:

1. Give the child a sequence of directions to follow: "Go to the door, close the door, walk to the window, clap your hands two times."

2. Tap a pencil on the desk in a particular pattern. Ask the child to duplicate the pattern.
3. Tell the child a short story. Ask him to retell it to you in the same sequence in which it happened.

AUDITORY IMAGERY AND SEQUENTIAL MEMORY

Give a series of 2 or 3 (or more) directives to the whole group. Choose one person to carry them out while the rest of the class checks on him to make sure he does it correctly.

For auditory sequential memory, the child must carry out the directions in order.

This is a good activity to use when you have a few minutes to wait in class before lunch or dismissal.

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"Ha, Ha, Ha": The first player says, "ha," the second says, "ha, ha,". Each adds one "ha" and must keep a straight face. When the class finally cracks up, begin again!

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AUDITORY IMAGERY AND SEQUENTIAL MEMORY

Tap a bell, or rap on the desk with a pencil in a specific pattern. Ask the child to repeat the pattern. Alternatives are clapping hands in a pattern, tapping feet, jumping, bouncing a ball, (But, keep in mind, the child may be able to remember the pattern, but not be able to jump; so stick to clapping hands and tapping bells if the child has a motor problem.) Begin with simple patterns: - -- -

- - -

- -- ---

and progress to longer and more difficult ones: - -- --- ----

- --- -- - --- --

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"Let's go on a picnic! We'll have to pack a picnic basket; what shall we put in?" The first child says "I'm going on a picnic, and I'm going to take along a cake." The next child repeats this and adds one more object. Each successive child repeats all the objects named before him and adds one new one.

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AUDITORY IMAGERY AND SEQUENTIAL MEMORY

Tell the child an oral sequence of numbers such as: 5, 3, and 4. Have him repeat them back to you in order. Begin with just two or three digits, and gradually increase the number of digits as the child's ability improves.

Once a child can do this well, have him repeat the digits back to you in the reverse order in which you gave them to him.

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MOTOR SKILLS

MOTOR SKILLS

Definitions:

Gross Motor:	Ability to control the movements of the large muscles--involves general body coordination and balance.
Fine Motor:	Ability to control and coordinate the precise movements of the small muscles of the fingers and hands.
Perceptual-Motor:	The coordination of body movements with what one perceives -- involves coordination of eye and hand movements, eye and foot movements, body rhythm (auditory-motor coordination), etc.

Behaviors indicating a deficit:

--general clumsiness
--difficulty balancing; totters and falls frequently
--awkward when walking or running
--poor at sports; difficulty catching and throwing balls, etc.
--poor handwriting; messy paperwork
--fatigues easily when doing fine-motor or precision work

Observation of the child in natural settings requiring motor skills is a valid

technique for getting information for evaluation.

Note: There is currently a great deal of controversy concerning the direct relationship between motor skills development and cognitive skills development. In recent research, a relationship has been found between perceptual-motor training and reading readiness. However, the research also maintains that perceptual-motor training programs are of questionable value in helping children with reading problems in later grades, except in cases where motor and perceptual-motor deficits are direct causative factors in a learning disability.

PERCEPTUAL-MOTOR COORDINATION

Place markers on the floor, about the size and distance apart as the length of a child's step. These markers may be footprints made out of cardboard, or pieces of cardboard with letters or numerals on them. Have the child walk on these markers, forwards, and later, backwards. If using markers with letters, colors, or numerals on them, have the child say the letter, color, or numeral as he steps on that respective marker.

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Eye-Foot Coordination

Stepping Boxes: Collect cardboard boxes (sturdy) slightly larger than the child's foot and about 2" high. Line them up on the floor about the distance of a child's stride apart, and have the child walk placing each foot in the following box. Encourage him to look at his feet.

Variations: Place a ladder on the floor and have the child walk its length by stepping in the spaces between the rungs.

Or, use "stepping stones" made out of cardboard or paper . . .

PERCEPTUAL-MOTOR COORDINATION

Eye-Hand Coordination

Flashlight Game: The teacher shines a flashlight on the chalkboard, and the child catches the light with his own flashlight. The teacher then moves his light and the child follows it and catches it with his light. Move in a circle at first, then in horizontal, vertical, and oblique directions. Stop each time your light is caught to fix the child's eyes on it. Aim for rapid movement on the part of the child. When the children become familiar with this game, two children can play it together, one following the other's light. A sophisticated version of this, for older children, would be for the teacher to move in a particular pattern (circle, cross, letter, square, etc.) and for the follower to guess the pattern after the end of the demonstration by drawing it. This is good for visual memory and visual projection, and complicated enough to interest older children.

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Use the chalkboard to draw from dot-to-dot. The leader makes a dot, and the student draws a line to it. Then, the leader changes directions and makes another dot, and the student draws a line from the previous dot to this new one. Smaller dot-to-dot pictures can be duplicated on 8 1/2" x 11" paper.

PERCEPTUAL-MOTOR COORDINATION

Have the child copy paper-and pencil designs, colored designs with crayons, parquetry designs, and designs with colored cubes and blocks of different shapes.

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To strengthen eye-hand coordination and develop motor control, you might have beginners make carbon copies of outline figures. Prepare, for example, large simple broken-line drawings of a house, a ball, an apple, or a rabbit. Each copy should be stapled or clipped on top of a piece of carbon paper and a blank second sheet. Youngsters will be delighted with the second picture that they make by tracing the broken-line drawing outline. Sheets of broken-line drawings might also be inserted into magic slates, and after tracing, the design will show up on the slate.

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The cardboard insets of paper towels make dandy tenpins for homemade bowling. Set ten rollers in the traditional bowling triangle on the floor and use a small ball to roll down the "pins." Strike!

PERCEPTUAL-MOTOR COORDINATION

Tightrope Walk: Draw a line on the floor with chalk or masking tape.

(a) Have the children step forward on the line with the right foot; then, have them move the left foot forward, placing the left heel against the right toe. Have them walk the full length of the line in this manner.

(b) The children step forward with the right foot, then bring the left foot up to it, placing the left toes behind the right heel. Again, move the right foot forward and follow it with the left foot. Repeat this for the length of the line.

(c) Accelerate the tempo.

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Have two children hold opposite ends of a long jump rope. Holding the ends near the ground, have them shake the rope horizontally across the ground so it makes wavy motions like a snake. Have the children walk back and cross over the rope while trying not to step on it.

BODY IMAGE

BODY IMAGE

Definition: An awareness of one's own body, the relationship and use of its parts, and the ability to use feedback in the body's relationship to objects outside the individual.

Behaviors which may indicate a deficit:

--general "clumsiness"
--difficulty navigating around objects and obstacles in the environment
--inability to label and describe the functions of the body parts
--distorted or poor drawings of the body

Sample diagnostic items:

1. Draw-a-person
2. Ask the child to put together a puzzle of the human body or to put together the pieces of a picture of a person which has been cut into separate pieces.
3. Ask the child to navigate an obstacle course.

BODY IMAGE

Use wooden puzzles in which the body parts fit into a framed area. This helps with awareness of the position and shape of body parts. Have the child name the body parts as he replaces them into the puzzle. Later, see if the child can assemble the puzzle pieces without the frame.

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Have the children place the parts of the body together on a flannel board or magnetic board. (The Peabody Language Kit, Primary Level, has a good magnetic board with body parts. Or, you may make one by making the body parts out of heavy cardboard and attaching metallic or magnetic tape to the back. At first, make the pieces in large, simple divisions such as: the head, arms, trunk, lower torso, and legs. Gradually introduce more and more parts (hands, feet, neck etc.). It may help to have half of the body assembled and let the child use this as a model in placing the pieces of the other half in their proper position.

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Cut out a picture of a person from a magazine and mount it on heavy cardboard. Cut the cardboard picture into four or five pieces, and have the child put the

pieces back together to reconstruct the picture. The pieces can be kept in a stocking box with a rubber band around each puzzle. The box can also be used as a frame for children who need the outside structure in constructing a puzzle.

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Have the child fill in missing body parts of pictures by drawing them on paper. Or, you may use a flannel or magnetic board.

Have the children close their eyes while you remove a body part from the assembled body on a flannel or magnetic board. When the child opens his eyes, he tries to guess which part is missing. When he guesses correctly, he must replace the body part in its correct position.

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Have the child lie down on a "bigger-than-life piece of mural paper. With a black marker, make a life-sized tracing of his body outline. Then, let him fill in the details with crayons.

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BODY IMAGE

Use wooden puzzles in which the body parts fit into a framed area. This helps with awareness of the position and shape of body parts. Have the child name the body parts as he replaces them into the puzzle. Later, see if the child can assemble the puzzle pieces without the frame.

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Have the child close his eyes. The teacher gently touches a part of his body. The child then opens his eyes and points, first on himself and then on a picture of a human figure, to the place where the teacher touched him.

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Call the child's attention to how the body is kept together. Point out joints, and show which parts of his body bend and where parts come together. Make cardboard men with paper fasteners connecting joints so the joints will move. Play with dolls with moveable joints in the arms, elbows, wrists, hips, knees, ankles, and neck. Play "robot"--bend the child's limbs in certain positions and he must "freeze" in that position. Let him try walking with his legs stiff, or try to perform an activity with his elbows rigid.

BODY IMAGE

Have the child recognize, trace, and draw parts of the body from all different angles. Point out that a nose looks different from the side than it does from a front view, but it is still a nose!

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Play "Simon Says" and use as directions:

(a) pointing to and touching parts of the body;
(b) imitating movements of parts of the body.

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Observe the child's human figure drawings as possible clues to his perception of the human body. When gross distortions persist, use a full length mirror to point out relationships of body parts. Remember that the object of this activity is not to improve his skills as an artist, but to improve his perception of the human body. Changes in his next drawing may serve as an indication of a more accurate body image.

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BODY IMAGE

With the child standing in front of a full-length mirror, act as a model in having him imitate your postures and movements. Let him check himself in the mirror--does he look just like you do?

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Have the children match parts of the body with pictures of activities depicting their functions. It is good, in the beginning, to discuss the function of the body part as you are introducing them. It is of little value to the child to know what his nose is without knowing what it does!

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Incorporate the concepts of "above" and "below" to aid in awareness of the position of body parts. Have the child name parts of the body which are "above" the shoulders," "below the waist," etc.

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BODY IMAGE

Have the children classify objects and pictures of objects in relationship to himself; collect magazine pictures of objects that are "larger than I" or "smaller than I."

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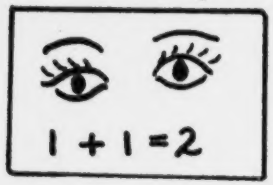
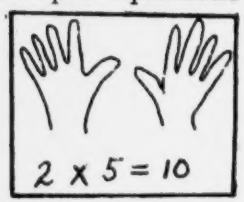
Use the body parts to reinforce basic number concepts: "How many (eyes, nose, ears, mouth, arms, legs, fingers, etc.) do you have?"

Have the children measure themselves and different parts of their bodies with a yardstick and tape measure.

Make flash cards which incorporate simple equations with body parts:





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BODY IMAGE

Analogies can be used to increase awareness of the body and its relation to the surrounding environment. This can be an oral exercise in the early grades; however, for children who can read well enough, it may be a written exercise for older children. Some sample analogies might be:

"A wheel is to a car as a (leg) is to a child."
"A claw is to a cat as a (fingernail) is to a child."
"A nest is to a bird as a (house) is to a child."
"Fingers are to hands as (toes) are to feet."
"Gloves are to hands as (shoes) are to feet."
"Eye is to see as (ear) is to hear."

Discuss the similarities and differences in the objects of the analogies.

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LATERALITY AND DIRECTIONALITY

LATERALITY AND DIRECTIONALITY

Definitions: Laterality refers to the awareness of and the tendency to use one side of the body, either the left or the right, in coordinated movements. Directionality refers to the ability to relate body movements to space outside the child's body in various directions.

Behaviors which may indicate a deficit:

--"switch-hitting" - alternate use of right and left hands in tasks requiring the use of only one hand
--reversals and inversions in writing
--confusion of the concepts of "up and down," "right and left," etc.

Sample diagnostic items:

1. Throw the child a ball. With which hand does he reach for it?
2. Stand the child near a box or chair. Have him stand behind it, in front of it, on the right and left side, on top of it, and under it.

LATERALITY AND DIRECTIONALITY

Teach right/left discrimination by first supplying a cue -- a string or ribbon around the finger or wrist, or a face drawn on the thumbnail. One teacher resorted to writing the words "left" and "right" on the back of the child's hand with a felt marker.

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Place animal cutouts on the left edge of a flannelboard. On the right, place items of food that the animals like (a bone for a dog; a bowl of milk for a cat, etc.). Give each child a chance to "feed" the animals by moving them from the left to the appropriate food item.

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Capitalize on your pupils' knowledge of the traffic light colors in making experience charts that teach left-to-right. Here's how: Write the first word of each line in green (for go) and the last in red (for stop). Tell the children that every time they get to a red word they have to stop and make their eyes find the next "go" word.

LATERALITY AND DIRECTIONALITY

Hang a punching bag from the ceiling. (A simple, inexpensive one can be made from a pillow case or laundry bag stuffed with balls of crumpled newspaper.) Instruct the child to hit the bag continuously with either his right or left hand. By saying "right" or "left" with each punch, the knowledge of "right" and "left" is being reinforced kinesthetically. When he can do this easily, ask him to alternate his right and left hands as he hits; again, he should repeat the words "right" and "left" with each punch. This activity also requires weight-shifting and a good sense of balance.

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"Right or Left Toss" Each child in a small group of children has a beanbag in each hand. When his turn comes to throw the beanbag at the target, the teacher (or caller) calls out "left" or "right." The child must throw the beanbag which is in the appropriate hand.

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LATERALITY AND DIRECTIONALITY

Roll a ball to the standing child, directing him to raise his right or left leg so that the ball can roll under it.

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Ask the children to hop to a pattern such as "once on the right foot and twice on the left," then "twice on the right foot and once on the left." Increase the difficulty and length of the pattern as children gain skill. The hopping, while repeating right and left, also provides kinesthetic reinforcement for the concept of left/right.

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Games such as "Simon Says" or "May I" can provide learning fun. Commands such as: "touch your right foot..." or "take two giant steps to the left" will help a child develop this right/left orientation.

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LATERALITY AND DIRECTIONALITY

Draw a circle on the floor with chalk. Ask the children to put their "right hand," "left hand," "right foot," or "left foot" into the circle. Increase the speed of the calls as the children develop the ability to discriminate.

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Incidental learning and practice occur when you give the children "funny commands" like:

"Hold Johnny's left ear with your right hand."
"With your left eye, look into Susie's right eye."

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Cut a supply of arrows and the letters "L" and "R" from pressure-sensitive tape. Stick two arrows, one pointing left and one right, on a corner of each desk (or at each place on a table). Label appropriately with "L" or "R".

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LATERALITY AND DIRECTIONALITY

Make mirror image flash cards, for example: a card showing a boy facing left is matched with a card showing a boy facing right. Distribute one set among the children; display the opposites at the front of the room. Pupils find the mates to the cards.

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Make two large posters, one with a **big** arrow pointing right, the other with an arrow pointing left. At the front of the room, hang the right-pointing arrow poster at the far right and the other poster at the far left. Distribute old magazines and workbooks and ask the children to look for pictures of animals and people facing left and right. See if they can paste each picture on the appropriate poster.

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Distribute drawing paper and show the children how to fold it into a series of squares. Have them make a potato print in each square. Make sure they work from left to right in each row.

LATERALITY AND DIRECTIONALITY

Draw a frog on the chalkboard with a pond at the right and rocks between. Paste a paper frog on the end of a pointer. A child uses the pointer to make the frog "hop" to the pond.

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By using a series of panels, develop a mural depicting the events of a typical school day. Stress the fact that the mural is "growing" from left to right. Panels may also tell a story, etc.

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Once a child has established a good sense of laterality (within his own body space), ask him to look at another person (or doll, animal, or picture) and describe whether a certain body part is on the other person's right or left side. This is an advanced learning step, and should not be taught until the child's own laterality is well-defined.

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LATERALITY AND DIRECTIONALITY

Have a child describe the exact location of a piece of jewelry pinned on another child.

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Use the "winners right" technique at game time. For example, let's say the children are tossing bean bags at a waste basket. Pupils who make a basket go to the right, and those who miss go to the left.

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All children like to give directions for a change! Let him be the teacher and give directions to the teacher or another child, such as:

"Touch the red circle at the left of the chalkboard."
"Pick up the pencil that is on the right of the book."

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LATERALITY AND DIRECTIONALITY

Seat the children in rows. Have all the children but the first in each row place their hands together, palms in, and fingers straight. To the first child in each row, give a direction such as, "Please place your (right, left) hand (in, over, under, beside) Johnny's hand." He must carry out the instructions in relation to the child sitting behind him. When this is done, it is then his turn to give similar directions to the child sitting behind him, who in turn carries out the directions in relation to the child sitting behind him and etc. Continue until all children have had a turn both giving and receiving directions.

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Demonstrate different spatial relationships by using parts of the body. Let the child copy your position and repeat the phrase:

"My finger is in my ear."
"My hand is on top of my head."
"My finger is under my chin."
"My finger is beside (or next to) my nose."

Later, let the teacher ask the children, "Where is my finger?" They answer with the proper words describing its position. Use this technique to demonstrate opposites such as: in/out, above/below, over/under, etc.

LATERALITY AND DIRECTIONALITY

Have the children sit on the floor around a large cardboard box or carton (child-size). Have the children follow directions such as:

"Please get in the box."

"Can you get under the box?"

If the children already know the words describing spatial relations, you can use this activity as a reinforcing and problem-solving activity:

"Can you show me what "in" and "out" mean by using only your body and the box?"

Variation: Have one child assume a position in relation to the box. The other children respond to this by singing the following song (to the tune of "Mary Had a Little Lamb").

Timmy's sitting (in, on, etc.) the box, in the box, in the box;
Timmy's sitting in the box
Timmy wants to play.

* * * * * *

LATERALITY AND DIRECTIONALITY

Give each child a small container (a cup, box, etc.) and a small object (marble, small cube block, peg, etc.). Give varied directions which they try to carry out, such as:

"Put the marble in the box."
"Place the marble on top of the box."
"Place the cube under the box."

* * * * * *

From your picture file, select pictures that depict the concepts of in, out, inside of, on top of, under, above, etc. (If you don't have any, a good exercise would be to have the children go through magazines and cut them out for you.) Some activities to use with these pictures are:

(A) Have the children tell you about the pictures; specifically, which of the above words they depict. Encourage them to use complete sentences, such as, "The apple is on the table."

(B) Place three or four of the pictures on the table or chalk tray and ask the child to "find the picture that shows the word (in, out, under, etc.)."

LATERALITY AND DIRECTIONALITY

Give the children sentences, and have them draw (on paper or on the chalkboard) a picture that shows what you said. Example:

"The circle is under the square."

"The dog is in the house."

"The book is next to the girl."

For older children, these directions can be given in written form with places for the children to draw their pictures.

* * * * * *

Divide the class or group into two teams. One team hides an object and writes a series of directions as to how to find it. The instructions should use words indicating direction (left, right, up, down, inside). Distance words (turn left and walk ten steps or walk four feet straight ahead) may also be used. The latter gives the directing team experience in measuring. The second team must try to find the hidden object. May be played indoors or outdoors.

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LATERALITY AND DIRECTIONALITY

This game can be played with a group of three or more children. One child takes a position anywhere in the room. Child #2 then gives child #3 directions on how to reach the first child.
Example: "Take four steps forward, and turn left.
Take six steps, and turn right; then take two steps."

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For this game, the children are seated in rows. The leader calls: "change front," "change rear," "change left," or "change right."

On each command, all shift as directed. Those who are forced out of the seats at the front, rear, or sides run to the opposite ends of the room and take vacant seats. Each change should be made as quickly as possible.

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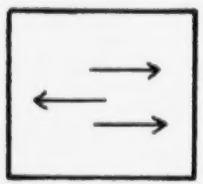
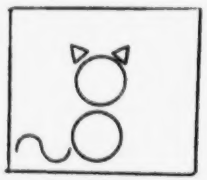
LATERALITY AND DIRECTIONALITY

Give one child a design (examples below). Have him give another child directions as how to duplicate the design on a piece of paper or on the chalkboard. Tell him to use the words "left," "right," "above," "below" and other words which indicate directionality. When finished, compare the original design with the reproduction--sometimes quite a humorous comparison.
Sample designs:





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THE HYPERKINETIC CHILD

THE HYPERKINETIC CHILD

WHAT IS THE HYPERKINETIC CHILD LIKE?

Hyperactive: He appears to be in perpetual motion with a never-ending supply of poorly-directed energy. He can sit still for no more than a few minutes at a time and even while sitting he constantly wriggles, fidgets, drums his fingers, shuffles his feet, and exhibits a variety of new desk-sitting positions. It need hardly be mentioned to a teacher how disturbing this can be to the other children.

Short Attention Span: He has difficulty concentrating on the task-at-hand for any prolonged period of time (usually no more than 10-15 minutes). He often fails to complete his work and seldom reaches the point at which he can feel the satisfaction of a "job well-done."

Distractible: He is very easily distracted by extraneous stimuli, which call his attention away from important stimuli (the teacher's voice, the book open before him, etc.). He appears compelled to respond to these irrelevant stimuli, thus, even further decreasing his attention span. He appears not to follow directions when actually he has been distracted from his original goal behavior.

Highly Intelligent: One of the most puzzling and frustrating observations about the hyperkinetic child is that he experiences learning problems in spite of apparent average or above average intellectual ability. The hyperkinetic synodrome is often accompanied by learning process disorders ("learning disabilities"), compounded by distractibility and a short attention span.

Emotionally Labile: These children tend to be difficult to reason with and experience rapid mood shifts. They frequently fight and tease and are likely to blame others when things go wrong. Their expressions of emotion are more apt to be explosive and highly charged than subtle.

Low Frustration Tolerance: The child with these symptoms is very easily frustrated, as he rarely is able to achieve the goals which he or the teacher has set for him. He is constantly interrupted by stimuli which demand his attention. He sees his goals but is often unable to direct his behavior toward them.

Immature: The hyperkinetic child may appear immature for his age because of his hyperactivity, emotionality, and immature social behavior. There is evidence of a high correlation between hyperkinesis and immaturity of the nervous system.

Verbose: The hyperkinetic child is often unable to inhibit responding verbally to any thought which crosses his mind (disinhibition). He "thinks out loud." These children also tend to subvocalize when performing a task requiring verbal thought (silent reading, writing, arithmetic, etc.). This can be disruptive in the classroom, as it disturbs the other children.

Impulsive: The hyperactive child often acts without reflecting on the consequences of his behavior. His reactions are "on an impulse" with little foresight as to the effects of his actions.

Emotional Overlay: Emotional problems are a function of the reactions of significant others (parents, sibling, teachers, peers) to the child and his behavior rather than results of the hyperkinesis itself. Having to constantly face failure and rejection, the child comes to doubt his worth as a person. "How can anyone love me with all my bad habits?" To combat this feeling, he tries too hard to vie for acceptance and love by being overly affectionate, or he may stop trying to please altogether and deliberately engage in unacceptable, self-defeating behavior in order to live up to his reputation as a "bad child."

SUGGESTIONS FOR TEACHING AND REACHING THE HYPERKINETIC CHILD

1. Recommend a thorough medical examination. Sometimes the symptoms associated with hyperkinesis may be caused by other disorders or imbalances within the child's system. In some cases, drug therapy is successful in alleviating the hyperactivity. One word of caution on the use of drugs: do not expect the amphetamine to be the "cure." Drugs provide a temporary respite from the constant motion and distractability of the child and increase his attention span so that he is more responsive to the instructional situation. The goal should be, however, to develop control from within the child with only temporary reliance on the drug.

2. Channel the child's energy into productive outlets rather than attempting to stiffle or inhibit it.

3. Provide frequent opportunities for the child to engage in physical activity. Schedule short work periods (five to fifteen minutes, depending upon the child's degree of control), with frequent activity breaks during which he can release some of his stored-up energy. Hyperkinetic children need an outlet for energy release even while working and are less apt to be restless if not confined to a small desk or chair. So, you might try letting him work on a rug on the floor in the back of the room or at a larger table--anywhere he

can stretch out and move around.

4. Establish a routine so the child knows what to do and does not wander aimlessly about, disturbing the other children. The structure of a routine also reduces the tension ("what will happen next? !") which often increases the activity level of these children.

5. The physical environment is an important variable. Hyperkinetic children learn best when the distractions around them are kept to a minimum. Provide carrells, or a low stimulus work area for them. This area might be a quiet part of the room, behind some bookcases; a table or desk facing a blank wall; or three sides of a sturdy cardboard carton placed on his desk to shut out distracting stimuli. Keep these areas free from decoration and extraneous stimulation. Provide the child with only the materials he will need for a particular task. Remember that this is not a punishment; the purpose is to provide the child with a physical environment in which he can learn. He will appreciate it once he realizes that he can work successfully there and in a short time will even prefer to work there for this reason. A dual purpose is served here; the child is sheltered from distracting stimuli in the classroom, and the other children are away from his distracting behavior.

6. Break tasks and assignments down into small units commensurate with the child's ability. If he cannot attend long enough to complete a full page of math problems, give him only a few to do at a time.

7. Build attention span by reinforcing the child for completing each small activity. At first he may be able to sit still and attend for only one minute, but gradually increase the time as the child is able to attend for longer periods.

8. Hyperactive children generally receive more negative than positive feedback. Rather than attending to the negative aspects of the child's behavior, reinforce him with praise and affection for desirable behavior (working quietly at a task, working independently, completion of a task, etc.). Recognize and emphasize any talents and abilities. Provide him with as many successful experiences as possible.

9. Be aware of the child's behavior and learning patterns and avoid making unrealistic demands.

10. Do not punish the child for behavior which he cannot control. Remember that the hyperkinetic child is not "misbehaving"; his high energy level and impulsive behavior are constitutional in nature, and are beyond his inner controls. While you want to restrain the use of punishment, it is important

that you set reasonable limits for behavior and that you consistently enforce these limits.

11. Avoid arguments and confrontations. Remember that the hyperkinetic child is highly emotional and may be difficult to reason with in an emotional state.

12. Learn to recognize potentially troublesome situations and distract the child from them.

13. Plan to repeat assignments and directions. The hyperkinetic child may either forget or not pay attention when directions are given, and left with nothing to do he is likely to create a disturbance. It also gives him the emotional reassurance of knowing what to do next.

14. When a hyperkinetic child is in an excited or emotional state, it often helps to physically hold him. This outer control adds structure to his actions and gives his inner controls a chance to take hold.

15. Be aware of the way in which you react to the child. Are you easily annoyed by his behavior? Do you consider him a "pest?" Your positive or negative attitudes will determine the child's self-concept and self-acceptance. Look for the likable facets of his personality and at his talents and abilities. Accept him for who he is and what he can do.

...appendix A

PRIMARY DEVELOPMENTAL CHECKLIST

General Health and Appearance

_____1. The child is small for his age.
_____ The child is tall for his age.
_____2. The child is underweight
_____ The child is overweight.
_____3. He has frequent colds and sore throat.
_____4. He fatigues easily.
_____5. He is frequently absent from school
_____6. He experiences recurrent illness. (Specify:)
_____7. He has skin abnormalities. (Specify:)
_____8. He is hyperactive
_____ He is hypoactive.

Auditory Skills

_____ 9. When listening, he turns his head or cups one ear toward the speaker.
_____10. He has "runny" ears.
_____11. He does not respond to his name when called from behind.
_____12. His voice is excessively loud.
_____ His voice is excessively soft.
_____ He speaks in a monotone.
_____13. He consistently asks to have words or directions repeated.
_____14. He has difficulty repeating a clapped sequence.
_____15. He cannot retell a short story after hearing it.
_____16. He cannot follow oral directions
_____17. He cannot follow a group discussion.
_____18. His speech is not clear.
_____19. He is easily distracted by noises.
_____20. He frequently "gropes for words."

Visual Skills

_____21. The appearance of his eyes is unhealthy or unusual:
_____ a. crossed or wall-eyed
_____ b. redness

_____ c. watery
_____ d. encrusted
_____ e. sties
_____ f. squinting

_____22. He consistently engages in one or more of the following behaviors:
_____ a. works close to paper, desk, or book
_____ b. rotates paper or book
_____ c. finger pointing
_____ d. difficulty keeping place
_____ e. head tilted when working
_____ f. moves head while reading

_____23. When reading orally, he frequently skips over words or lines, and repeats words and phrases.

_____24. He cannot attend to visual tasks for more than 15-20 minutes without showing undue fatigue.

_____25. He cannot remember people, pictures, letters, or words from one situation to the next, or out of context.

_____26. He frequently reverses the sequence of letters in words.

_____27. He frequently forms letters incorrectly.

_____28. He appears unable to interpret what he sees (pictures, words, sentences).

Speech and Language

_____29. He uses inmature speech patterns (baby talk).
_____30. He has an obvious speech impediment:
_____ a. He distorts sounds and words.
_____ b. He omits sounds.
_____ c. He substitutes one sound for another.
_____ d. He stutters and stammers.
_____ e. Others:

_____31. He communicates with gestures and non-verbal sounds.
_____32. He consistently fails to follow directions.
_____33. He cannot name familiar objects.
_____34. He talks in disconnected phrases.
_____35. He cannot relate an organized sequence (story or experience) in age-appropriate grammar and syntax.

Social-Emotional

_____36. He cannot play well with others.
_____37. He does not accept criticism and guidance from others.
_____38. He is destructive of property.
_____39. He is withdrawn, consistently working and playing by himself.
_____40. He is disruptive, moving about excessively and bothering other children.
_____41. He is impulsive and unpredictable.
_____42. He is easily distracted.
_____43. He has intense emotional displays of anger, excitement, etc.
_____44. He is often irritable and unhappy
_____45. He is hesitant, unsure, and even resistant in new situations.
_____46. He cannot work independently; he needs constant direction and support.
_____47. He is overly self-conscious and easily embarrassed.
_____48. He tends to respond negatively to the approaches of others.
_____49. His behavior provokes unkind attitudes and expressions from others.
_____50. He is easily frustrated and gives up easily.

Motor Skills

_____51. He is clumsy and stumbles into things.
_____52. He seems to always be dropping things.

Motor Skills (cont.)

_____53. He cannot color smoothly within boundaries.
_____54. He cannot cut on a line.
_____55. He cannot tie shoes, button buttons, etc.
_____56. He cannot throw and catch a ball.
_____57. He cannot stand still when his eyes are closed.
_____58. He does not swing his arms when walking or running.
_____59. He cannot walk on a chalk line or balance beam.
60. He cannot:
_____ a. hop (on each foot equally well)
_____ b. skip
_____ c. jump (both feet together)
_____ c. run (smoothly)

...appendix B

GUIDELINES FOR THE OBSERVATION AND INFORMAL EVALUATION OF CHILDREN

1. Observation and informal evaluation of a child's behavior should be conducted as much as possible in an unobtrusive way as part of the regular daily activity. Don't limit your evaluation to a contrived test setting. A "special" testing situation often elicits "special" behavior which is not representative of everyday behavior.

2. When observing the child, have specific behavioral goals in mind. Don't just watch the child for "whatever happens." Focus on one unit of behavior at a time.

3. Be certain that your instruments are actually requiring the child to perform the task you wish to observe--no more or no less.

4. Look at the environmental conditions influencing the child's behavior.

5. Diagnostic activities should be interesting so that attitudinal or motivational difficulties do not cloud his real performance. Determine the child's interests beforehand.

6. Report objectively--don't "psychologize."

7. Use different items on different occasions so the child doesn't become too familiar with the items.

8. Test the child at different times of day and on more than one occasion in order to get a reliable evaluation of his performance.

9. Design and use only those instruments which are directly useful to you in formulating a teaching program for the child. This should be the goal of observation and evaluation--not the derivation of an IQ score or other rating.

10. Re-evaluate periodically, and make program changes on the basis of the child's progress. Watch for "plateaus" which indicate a need for change in the instructional program.